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AN INVENTORY OF ACCESS AND NON-ACCESS PROGRAMMING ACTIVITIES

submitted to

Mr. R. A. Morton

Director

Alberta Educational Communications Authority

502 Edwards Professional Centre

Edmonton

by

Al Machinski

Researcher

April, 1975

Edmonton

Alberta

EDUCATIONAL
COMMUNICATIONS AUTHORITY

Telex 037-3406
Executive Building
10105 - 109 Street
Edmonton, Alberta, Canada
T5J 2V2

April 15, 1975

Mr. R.A. Morton, Director
Alberta Educational Communications
Authority
502 Edwards Professional Centre
10053 - 111 Street
Edmonton, Alberta

Dear Mr. Morton:

Your assignment was to survey and to provide a current inventory of ACCESS educational programming activities on Radio (CKUA) and Television and to assess the conformity of these activities to definition (CRTC) and to the Program Policy Guidelines issued as of February, 1975.

In addition, an assessment of selected (at random) current non-ACCESS programming activities considered educational according to CRTC definition was undertaken.

Attached is a completed report covering your assignment. I trust that you will find the contents and recommendations helpful in determining future policies for ACCESS.

Respectfully submitted,

Al Machinski

Al Machinski

Encl.

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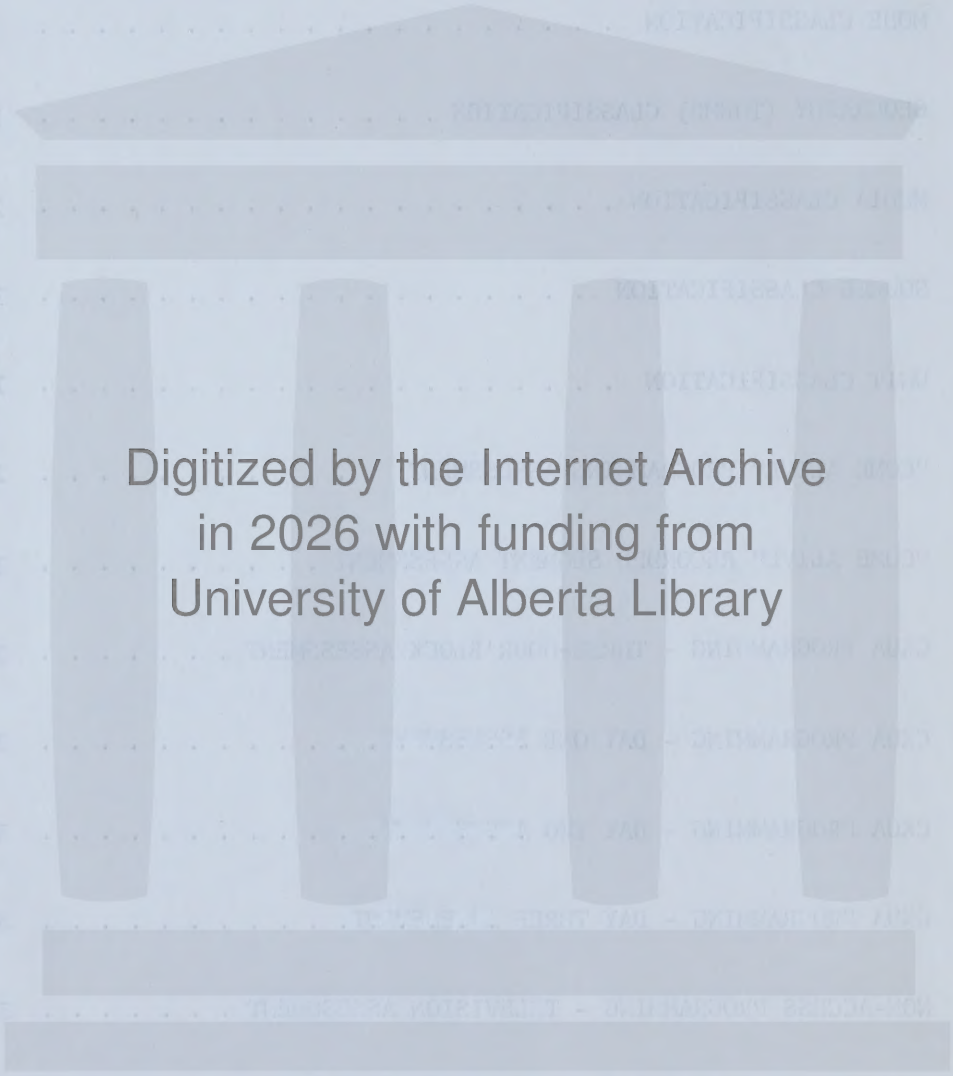
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ACCESS AND NON-ACCESS PROGRAMMING

INVENTORY

I. INTRODUCTION

Since ACCESS received its Program Policy Guidelines from the Alberta Educational Communications Authority in October 1973 and again in February 1975, no attempt has been made to survey just how closely this mandate has been adhered to nor has any attempt been made to update ACCESS's operational mandate. This survey is related to the current guidelines and attempts to give ACCESS some firm operational direction.

An up-to-date inventory of programming activities of all ACCESS output as well as select non-ACCESS programming is presented. An interpretation of the gathered data and suggested recommendations are also presented for consideration as well as a rating of select ACCESS and non-ACCESS programming, according to CRTC definition.

In categorizing and classifying all the collected data from the survey, all judgements were based upon the guidelines in the Program Policy Guidelines issued by the Program Policy Advisory Committee in February, 1975.

II. CONTENT CLASSIFICATION

According to the Program Policy Guidelines (February 1975), the programming content areas fall into four basic categories and corresponding percentage guidelines:

1. Early Childhood Education 25%
2. Basic Education 30%
3. Higher Education 20%
4. Further Education 25%

Examining the collected programming data, categorically, one finds that T.V. North is 21% below the first cetegory, 25% over the second, 14% below the third and only 10% over category four.

T.V. South, on the other hand is 19% below the percentage guidelines for content category number one, 6% over category number two, 6% over category number three and 7% over number four.

T.V. Central is 24% below category number one, 57% above category number two, 18% below number three and 15% below number four; very lopsided in the Basic Education area.

Radio CKUA is 67% above the category four guideline and 15 below the category two guideline. Percentages in the other two areas are negligible.

Alberta School Broadcasts (T.V. and Radio) are very heavy in the Basic (57% and 66% above respectively) and Further Education (10% and 21% below respectively) categories. Percentages in the other areas are negligible (see Chart No. 1).

Looking at ACCESS totally, (T.V. South, North, Central and CKUA), the programming percentages look something like this:

1. Early Childhood Education 3%
2. Basic Education 46%
3. Higher Education 9%
4. Further Education 42%

Comparing these percentages to the Program Policy Guidelines, one can easily deduce that in category number one ACCESS is 22% below the mark, 16% above the guideline in category number two, 11% below the guideline in category number three and only 17% above the guideline in category four.

It is recommended that more programming activities be considered for categories one and three and program activities for categories two and four be de-emphasized.

As enrichment programming is the primary objective for CKUA and thusly in interpreting the data on Chart No. 1 as primarily in this

area with shades of activity in category two, it is recommended that CKUA continue broadcasting and programming according to its mandate.

Alberta School Broadcasts (Radio and Television) are aimed primarily at the Basic Education segment and according to the percentages on Chart No. 1, it is recommended that the Alberta School Broadcasts continue broadcasting and programming according to mandate with perhaps more consideration being given to further education type (i.e. high school subjects) programming.

CONTENT CATEGORIZATION

ACCESS OUTLETS	EARLY CHILDHOOD EDUCATION	BASIC EDUCATION	HIGHER EDUCATION	FURTHER EDUCATION
	percentages			
TELEVISION NORTH	4	55	6	35
TELEVISION SOUTH	6	36	26	32
TELEVISION CENTRAL	1	87	2	10
CKUA	1	6	1	92
ALBERTA SCHOOL BROADCASTS (Television)	0	87	3	10
ALBERTA SCHOOL BROADCASTS (Radio)	0	96	0	4

CHART NO. 1

III. MODE CLASSIFICATION

A point of clarification with regard to how the writer went about the mode - enrichment, instruction, special purpose - categorization. Programming information from some areas was scant - titles and a brief (sentence) description, if any. In other areas, more information was available - more than a one sentence description. On the basis of titles and the information available, the writer attempted to categorize the programming activities. The writer's initial categorization was then checked against further information and ratings given to him by the programming directors from each outlet. These were cross-checked when duplicate programming existed and then further checked by a random sampling and rating by the writer according to CRTC definition.

The guideline statements denote three modes of programs and corresponding percentages:

1. Instructional 25%
2. Enrichment 50%
3. Special Purpose 25%

According to the collected data, T.V. North is 55% above the suggested instructional percentage, 39% below the enrichment percentage and 16% below the special purpose percentage (see Chart No. 2).

Television South is 35% above category number one, 20% below category number two and 15% below the special purpose mode.

Television Central is 45% above category one, 30% below category two and 15% below category three.

CKUA is very heavy in the enrichment mode (38% over) and very low (16% and 22% respectively) in the other two areas.

The Alberta School Broadcasts (T.V. and Radio) are very heavy (66% and 58% over respectively) in the instruction mode. Percentages in the other areas are low (see Chart No. 2).

It is recommended that CKUA continue its mode thrust in the enrichment area with low concentration in the instruction aspect and perhaps more concentration in the special purpose area.

It is recommended that the Alberta School Broadcasts (T.V. and Radio) continue its thrust in the enrichment mode, less in the instruction and more emphasis in the special purpose mode.

With regard to mode categorization on the total ACCESS front, close examination shows the following mode categorizations:

1. Instructional 55%
2. Enrichment 37%
3. Special Purpose 8%

Again, comparing these programming percentages to the current guidelines, one finds that mode category number one is 30% over, mode category number two is 13% below and category three 17% below the suggested percentage guidelines.

It is recommended that the instructional aspect of programming be downplayed and more attention be given to special purpose and enrichment type offerings.

MODE CATEGORIZATION

ACCESS OUTLETS	INSTRUCTION	ENRICHMENT	SPECIAL PURPOSE
	percentages		
TELEVISION NORTH	80	11	9
TELEVISION SOUTH	60	30	10
TELEVISION CENTRAL	70	20	10
CKUA	9	88	3
ALBERTA SCHOOL BROADCASTS (Television)	91	6	3
ALBERTA SCHOOL BROADCASTS (Radio)	83	9	8

CHART NO. 2

IV. GEOGRAPHY (THEME) CLASSIFICATION

In that the Committee recommends that the ratio of programming activities be 70% provincial and 30% local in theme related to hours of production and of acquisition, the collected data reveals the following percentages (see Chart No. 3).

Examining and averaging out the total ACCESS picture, one finds that 64% of the programming activities are provincial and 36% are local in scope and theme.

It is recommended that more programming activities be geared toward provincial theme (+ 6%) and less emphasis toward local audiences (-6%).

It is recommended that T.V. North concentrate on more local theme productions and less on provincial theme.

It is recommended that T.V. South concentrate more on provincial theme and less on local theme productions.

It is recommended that T.V. Central concentrate more on provincial theme productions and less local programming as the research shows.

It is recommended that CKUA concentrate more on local theme (25%).

GEOGRAPHY CATEGORIZATION

ACCESS OUTLETS	PROVINCIAL	LOCAL
	percentages	
TELEVISION NORTH	100	0
TELEVISION SOUTH	19	81
TELEVISION CENTRAL	43	57
CKUA	95	5
ALBERTA SCHOOL BROADCASTS (Television)	100	0
ALBERTA SCHOOL BROADCASTS (Radio)	87	13

CHART NO. 3

V. MEDIA CLASSIFICATION

While no media classification is specified by the Committee, the collected data revealed the following figures (see Chart No. 4). According to Bob Doig, the Dubbing Centre gets between 700 - 800 requests for programs or segments per month. And he tells the writer that 3,500 programs are on file in the Dubbing Centre.

It is recommended that ACCESS re-assess their publicity of media materials available to encourage further public use, i.e. notices on T,V. programs advising public how to recall programs or portions for further use.

MEDIA CLASSIFICATION

ACCESS OUTLETS	BROADCAST TELEVISION (including cable)*	BROADCAST TELEVISION (further use-VTR)**	VTR only	BROADCAST RADIO*	BROADCAST RADIO (further use-ATR)	ATR only	OTHER
TELEVISION NORTH	107	99	25				
TELEVISION SOUTH	80	29	48				
TELEVISION CENTRAL	130	105	199			1338	
ALBERTA SCHOOL BROADCASTS (Television)	170	128	1854				
ALBERTA SCHOOL BROADCASTS (Radio)				325	325	2400	
CKUA				91	1		

* Figures apply to number of programs aired during current broadcast year.

** Figures apply to number of programs available for further use by the public.

CHART NO. 4

VI. SOURCE CLASSIFICATION

Examining the source classification data, one can make the following observations:

1. T.V. North acquires more programs (52) from the U.S. (36+16) than it produces locally (36).

2. T.V. South produces more programs (81) locally than it acquires from the U.S. (9+1). The U.K. accounts for eight of its acquisitions.

3. T.V. Central produces 20 programs and series locally; acquires (25+12) = 37 from the U.S. and 35 programs from the Alberta School Broadcasts.

4. Total ACCESS productions amount to 137; acquisitions from the U.S. amount to 99 programs; acquisitions from the U.K. total 13; other acquisitions are negligible.

5. Alberta School Broadcasts (Television) are all (100%) provincial.

6. Alberta School Broadcasts (Radio) are 10% local; 44% C.B.C.; 37% Alberta produced; and 9% from other sources.

7. An interesting observation is the number of local productions (81) listed for T.V. South as opposed to the two other outlets T.V. North (36) and T.V. Central (20). One could make many inferences.

8. The majority of CKUA's programs (74) are local with 26 being acquired from other sources.

It is recommended that T.V. North and T.V. Central concentrate on more local productions and perhaps de-emphasize the acquisitioning of U.S. productions.

It is recommended that Alberta School Broadcasts (Radio) concentrate on more Alberta School productions.

It is recommended that CKUA continue its programming acquisition/ production (26/74) ratio.

It is recommended that Alberta School Broadcasts (T.V.) continue its provincial programming productions with more concentration on local themes (30%).

SOURCE CLASSIFICATION

ACCESS OUTLETS	ACCESS	O.E.C.A.	C.B.C.	N.F.B.	U.S.A.	U.K.	A.S.B.	OTHER	ALBERTA	CANADA
	percentages									
TELEVISION NORTH	36	36	0	1	16	1	1	1	0	8
TELEVISION SOUTH	81	9	0	1	1	8	0	0	0	0
TELEVISION CENTRAL	20	25	1	0	12	4	35	2	0	1
CKUA	74	0	0	0	0	0	0	26	0	0
ALBERTA SCHOOL BROADCASTS (Television)	0	0	0	0	0	0	100	0	0	0
ALBERTA SCHOOL BROADCASTS (Radio)	0	0	44	0	0	0	10	9	37	0

CHART NO. 5

O.E.C.A. Ontario Educational Communications Authority
C.B.C. Canadian Broadcasting Corporation
N.F.B. National Film Board
U.S.A. United States of America
U.K. United Kingdom
A.S.B. Alberta School Broadcasts

VII. UNIT CLASSIFICATION

When unitizing the programming activities, I used one hour of programming to be equivalent to one unit of measurement. Portions of hourly programs were decimated and rounded off as follows:

1. One hour of programming = 1.00 unit
2. 3/4 hour of programming = .75 unit
3. 1/3 hour of programming = .50 unit
4. 1/4 hour of programming = .25 unit
5. less than 1/4 hour of programming = .25 unit

All programming activities (shown as scheduled or to be shown) according to latest or current catalogue of programs were used as the basis of activities to be unitized.

UNIT CLASSIFICATION *

ACCESS OUTLETS	UNITS
TELEVISION NORTH	686.5
TELEVISION SOUTH	435.5
TELEVISION CENTRAL	861.0
CKUA	377.0
ALBERTA SCHOOL BROADCASTS (Television)	478.5
ALBERTA SCHOOL BROADCASTS (Radio)	2163.4

* 1 Unit equals 1 hour of programming; units shown are for broadcast period January to June, 1975.

CHART NO. 6

VIII. ASSESSMENT OF PROGRAM CONFORMITY TO DEFINITION (CRTC)

A point of clarification with regard to my program conformity assessment. I tried to adhere as closely as possible to my interpretation of the CRTC definition (point one). And my interpretation of educational programming according to definition is that programming must have certain performance oriented objectives (stated or implied) that are measureable i.e. a planned teaching-learning situation.

Upon viewing or listening to a program, I asked myself the following questions:

1. What are the objectives of this program?
2. Were these objectives met?
3. How?
4. Was there any observable or readily discernible evidence of learning taking place?

If these questions were answered positively, the program was rated according to category number one (definitely within). If there was some doubt in my mind, the program was rated category number two (marginal). If the questions were answered negatively or not at all, then the program was rated category number three (definitely outside).

Television (Come Alive) Assessment. Having viewed and rated the complete Come Alive programs according to my interpretation of the CRTC definition, I submit the following observations:

1. Many programs (6) and segments (6) were more informational in nature than educational. A case in point was Come Alive programs shown during Education Week. ACCESS should be doing something more specific, i.e. concentrate on several contemporary facets of education - innovation, teacher as a manager of the learning process, etc., and let the other channels give the necessary information and entertainment.

2. It would be of great help to know the topics and their times in advance. Because of the "potpourri" nature of Come Alive, different segments appeal to different audiences. There is nothing more frustrating than having to sit through segments of no interest to you and wondering when and if the one you want is going to be shown.

3. For late tuners, it would be helpful to have titles and names flashed on the screen more frequently.

4. The quality of some segments and hence some programs is questionable (i.e. Enumerators - March 19). I get the distinct

impression that too much extraneous material is shown (i.e. opening door, taking off coats, tea break, etc.) and the viewer spends too long viewing too little.

5. All the programs viewed would be more in line with the CRTC definition if their objectives were stated at the beginning of the program and/or for each segment. Perhaps a brief explanation of how that objective was going to be accomplished could be added. And, at the end, the commentators or hosts would give a brief summary (graphically) instead of mundane comments, idle chatter or worse yet, personal biases. Many a lesson has been destroyed by a host's demonstrable bias at the end of a program or segment.

6. The writer questions the effectiveness of one of the Program's hosts.

7. In some programs (March 18) titles were unclear and the sound was bad.

Overall, the writer liked the Come Alive Series and the program format. The writer thinks the series has a lot of potential and perhaps these comments may help the series realize its potential by making the series more educationally sound.

It is recommended that the Come Alive Series concentrate on being more educational than informational.

It is recommended that the Come Alive Series publicize their program offerings well in advance (i.e. at least one month).

It is recommended that the times for the various segments be publicized in advance as well (i.e. Early Childhood segment at 1:05 p.m.).

It is recommended that the Come Alive Series format be altered to include a brief statement of objectives for the program to follow and/or a brief statement of objectives for each segment.

It is recommended that the Come Alive Series format include a brief summary (graphically) of objectives accomplishment at the end of each program.

A charting of the ratings for the Come Alive Series follows (see Charts Nos. 7 and 8).

"COME ALIVE" PROGRAM ASSESSMENT

PROGRAM NAME		DATE	DEFINITELY WITHIN	MARGINAL *	DEFINITELY OUTSIDE
1.	Socks/Gorilla, Gorilla	March 6		x	
2.	In the Beginning	March 10	x		
3.	Bully	March 11			x
4.	Shhh!	March 5	x		
5.	To be or Not	March 12	x		
6.	Freckle Juice	March 13		x	
7.	Secrets of Your Cells	March 17		x	
8.	But They Might Laugh	March 18		x	
9.	Ecology - I came, I saw, I conquered	March 19		x	
10.	Cover to Cover: The Finches...	March 20		x	

* Programs more information than educational

CHART NO. 7

"COME ALIVE" RECORDED SEGMENTS' ASSESSMENT

SEGMENT NAME	DATE	DEFINITELY WITHIN	MARGINAL *	DEFINITELY OUTSIDE
Fractured Fiddle				x
Bikes				x
Winterizing Your Car			x	
National Mulch "Variety"			x	
Consumers - Nader		x		
All About You - "Getting the Message"		x		
Alberta Native Communications Society		x		
Joe Machovec - Interview		x		
Consumers - Florists			x	
Metric - Melodrama			x	

* Programs more informational than educational

CHART NO. 8

CKUA Program Assessment - Three-Hour Block Programming. At random, three three-hour blocks of regular CKUA programming were selected, listened to, and ranked according to the writer's interpretation of the CRTC definition (see Chart No. 9). All news broadcasts were considered informational, with some educational implications and were rated marginal. It was interesting to note that of the fourteen programs listened to, in these three-hour blocks, only two (14%) fell inside the scope of the definition; five (36%) fell in the marginal category, and seven (50%) fell in the outside category. Even though many of these latter programs had information and educational connotations and could have been placed in the marginal category, the writer did not feel that they were uniquely different in the educational enrichment sense from what other stations, (CFRN, CJCA) were presenting; nor were they in accordance with the specifications set out by the CRTC definition, so the writer rated them as entertainment and placed them in the outside category.

It is recommended that CKUA adhere more closely to the CRTC definition to ensure that such programming shall be distinctly different from other broadcasting.

CKUA Program Assessment - Three Complete Days. Again, at random and convenience, three complete days of CKUA programming were selected, listened to and rated (see Charts Nos. 10, 11, 12). Of the sixty different programs listened to over the three random days eleven (18%) fell within the CRTC definition, twenty (33%) fell in the marginal category and twenty-nine (49%) fell outside.

CKUA PROGRAMMING

THREE-HOUR BLOCK ASSESSMENT

PROGRAM NAME	DATE	DEFINITELY WITHIN	MARGINAL	DEFINITELY OUTSIDE
Major News Magazine	March 7		✓	
Matinee	March 7			✓
Rush Hour News	March 7		✓	
Concert at Nine	March 10			✓
Shank of the Morning	March 10			✓
Alberta School Broad.	March 10	✓		
Hot Off the Street	March 10	✓		
Rush Hour News	March 17		✓	
Film Review	March 17			✓
Candlelight & Silver	March 17			✓
Major News	March 17		✓	
Music Hour	March 17			✓
University Talk			✓	
Eye Opener	March 17			✓
	(6 - 9 am)			

CHART NO. 9

CKUA PROGRAMMING - DAY ONE

PROGRAM NAME	DATE	DEFINITELY WITHIN	MARGINAL	DEFINITELY OUTSIDE
The Eye Opener	March 25			✓
Concert at Nine				✓
Shank of the Morning				✓
Alberta School Broadcasts			✓	
Talking About Books		✓		
Noon Beat			✓	
Call of the Land			✓	
Cue			✓	
Concert at One				✓
Major News Magazine			✓	
Matinee				✓
Rush Hour News			✓	
Film Review		✓		
Candlelight & Silver				✓
Major News			✓	
Music Hour				✓
University Talk		✓		
Life Style		✓		
Studs Terkel Show		✓		
Acme Sausage Company			✓	
Jazz Show				✓
Still of the Night				✓

CHART NO. 10

CKUA PROGRAMMING - DAY TWO

PROGRAM NAME	DATE	DEFINITELY WITHIN	MARGINAL	DEFINITELY OUTSIDE
Saturday Morning Concert	March 29			✓
New Dimensions of Ed.		✓		
Ancient Roots of the Modern World		✓		
Current Thought in Ed.		✓		
Showtime				✓
Natch'lBlues				✓
The Taste				✓
Mainstream Plus				✓
Post-Modern Music				✓
Fantasia			✓	
Candlelight & Silver				✓
Concert Encores			✓	
The Mixed Bag				✓
H.P. Sauce				✓
Canada Fancy				✓
Heat of the Night				✓

CHART NO. 11

CKUA PROGRAMMING - DAY THREE

PROGRAM NAME	DATE	DEFINITELY WITHIN	MARGINAL	DEFINITELY OUTSIDE
Eye Opener	March 31			✓
Concert at Nine				✓
Shank of the Morning				✓
Alberta School Broadasts		✓		
Hot Off the Street			✓	
Noon Beat			✓	
Call of the Land			✓	
Cue			✓	
Concert at One				✓
Major News Magazine			✓	
Matinee				✓
Rush Hour News			✓	
Film Review		✓		
Candlelight & Silver				✓
Major News			✓	
Music Hour				✓
University Talk		✓		
Music & Mews			✓	
DeKoven Concert			✓	
Thirty Minute Theatre			✓	
Jazz Show				✓
Still of the Night				✓

CHART NO. 12

IX. NON-ACCESS PROGRAMMING ASSESSMENT

Television. Referring to the newspaper and television guide (TV Times), ten programs were selected, viewed and rated according to Definition (see Chart No. 13). Of the ten programs, five (50%) were rated as definitely within the definition and five (50%) were rated as marginal. An interesting observation was that the latter five programs were more educational than not. And, because they were more informational than educational, according to the writer's interpretation of the CRTC definition), they were placed in the marginal category.

Radio. Referring to radio program guides, ten programs were selected according to title and (brief) description and then rated according to Definition (see Chart No. 14). Of the ten programs, three (30%) were rated as definitely within; four (40%) were rated as marginal and three (30%) were rated as definitely outside.

It is recommended that the non-ACCESS produced programs (Television and Radio) that were rated as educational, according to CRTC definition, be considered for re-broadcasting through ACCESS.

NON-ACCESS PROGRAMMING - TELEVISION ASSESSMENT

PROGRAM NAME	DATE	DEFINITELY WITHIN	MARGINAL	DEFINITELY OUTSIDE
Canadian School Telecasts	March 11		✓	
Western Schools -You Tell Me	" 5		✓	
Sesame Street	March 5	✓		
Mr. Dress-Up	March 4		✓	
Romper Room	March 17	✓		
Take 30	March 24	✓		
New Directions	March 25		✓	
Elwood Glover's Luncheon Date	" 26		✓	
Fil Frazer Show	March 26	✓		
Electric Company	March 27	✓		

CHART NO. 13

NON-ACCESS PROGRAMMING - RADIO ASSESSMENT

PROGRAM NAME	DATE	DEFINITELY WITHIN	MARGINAL	DEFINITELY OUTSIDE
Fil Fraser Open Line (CJCA) Talk Back 9-11	April 3		x	
Larry Branter Show (CBC) 1:06-2:00	April 3		x	
Afternooner (CJCA) 1:00-2:00	April 4			x
Jazz Radio Canada (CBC)	April 3			x
Native Voice of Alberta (CBC)	April 5		x	
CBC News & Anthology (CBC)	April 5		x	
Bush and Salon (CBC)	April 6	x		
Book Stand (CFRN)	April 3	x		
Earl Nightingale (CFRN)	April 7	x		
Sunday at Seven	April 6			x

CHART NO. 14

X. RECOMMENDATIONS

Following is a summary of all recommendations which evolved from the collected data in this survey:

1. *It is recommended that more programming activities be considered for Early Childhood Education and Higher Education and program activities for Basic and Further Education be de-emphasized.*

2. *It is recommended that CKUA continue broadcasting and programming according to its mandate.*

3. *It is recommended that the Alberta School Broadcasts continue broadcasting and programming according to mandate with perhaps more consideration being given to Further Education programming.*

4. *It is recommended that CKUA continue its mode thrust in the enrichment area with low concentration in the instruction aspect and perhaps more concentration in the special purpose area.*

5. *It is recommended that the Alberta School Broadcasts (T.V. and Radio) continue its thrust in the instruction mode, less in the enrichment and more emphasis in the special purpose mode.*

6. *It is recommended that the instructional aspect of ACCESS programming be down-played and more attention be given to special purpose and enrichment type offerings.*

7. *It is recommended that T.V. North concentrate on more local theme productions and less on provincial theme.*

8. *It is recommended that T.V. South concentrate more on provincial themes and less on local theme productions.*

9. *It is recommended that T.V. Central concentrate more on provincial theme productions and less on the local programming the research shows.*

10. *It is recommended that CKUA concentrate more on local theme (25%).*

11. *It is recommended that more programming activities be geared toward provincial theme (+6%) and less emphasis toward local audiences (-6%).*

12. *It is recommended that T.V. North and T.V. Central concentrate on more local productions and perhaps de-emphasize the acquisitioning of U.S. productions.*

13. *It is recommended that Alberta School Broadcasts (RADIO) concentrate on more Alberta School productions.*

14. *It is recommended that CKUA continue its programming acquisition/production (26/74) ratio.*

15. *It is recommended that Alberta School Broadcasts (TELEVISION) continue its provincial programming productions with more concentration on local themes (30%).*

16. *It is recommended that the Come Alive Series concentrate on being more educational than informational.*

17. *It is recommended that the Come Alive Series publicize their program offerings well in advance (i.e. at least one month).*

18. *It is recommended that the times for the various segments be publicized in advance as well (i.e. Early Childhood Segment at 1:05 p.m.).*

19. *It is recommended the Come Alive Series format be altered to include a brief statement of objectives for the program to follow and/or a brief statement of objectives for each segment.*

20. *It is recommended that the Come Alive Series format include a brief summary (graphically) of objectives accomplishment at the end of each program and/or segment.*

21. *It is recommended that ACCESS reassess their publicity of media materials available to encourage further public use, i.e. notices on T.V. programs advising public how to recall programs or portions for further use.*

22. *It is recommended that the non-ACCESS produced programs (TELEVISION and RADIO) that were rated as educational according to CRTC definition, be considered for re-broadcasting through ACCESS.*

XI. CONCLUSION

The survey has now been completed. Raw data has been charted and interpreted. Recommendations have been presented. It seems fitting that one should conclude such a project by leaving the reader with a syntheses of impressions still in the researcher's mind. Namely, from the survey, it is quite apparent that the guidelines set out by Alberta Educational Communications Authority have not been heeded too closely. A communications gap between the Authority and ACCESS is obvious. Perhaps closer co-ordination amongst the ACCESS outlets themselves and subsequently with the Authority would do much to minimize (close) this gap. ACCESS programming activities themselves, as the survey reported, should concentrate more on educational soundness, i.e. educational programming that is more commensurate with the CRTC definition, especially in educational areas that are not being met by non-ACCESS outlets. A good start is evident in the Come Alive Series, but there is still a long way to go as the survey reveals. Expectations of ACCESS by the Authority and by ACCESS itself should be high and highly innovative in nature, with greater thrust in local and provincial theme concentration; other program acquisitions are good -- good educational fillers and good production examples, (and should be treated in that light).

The writer hopes that this survey will serve with much more impact than just a humble beginning in shaping and directing future ACCESS programming activities according to A.E.C.A. policy and further encourage ACCESS to provide the excellent educational thrust that is so necessary and that it is so capable of doing and displaying to the educational community throughout the province and country. ACCESS certainly has the resources, management, and leadership.

Respectfully submitted,

Al Machinski

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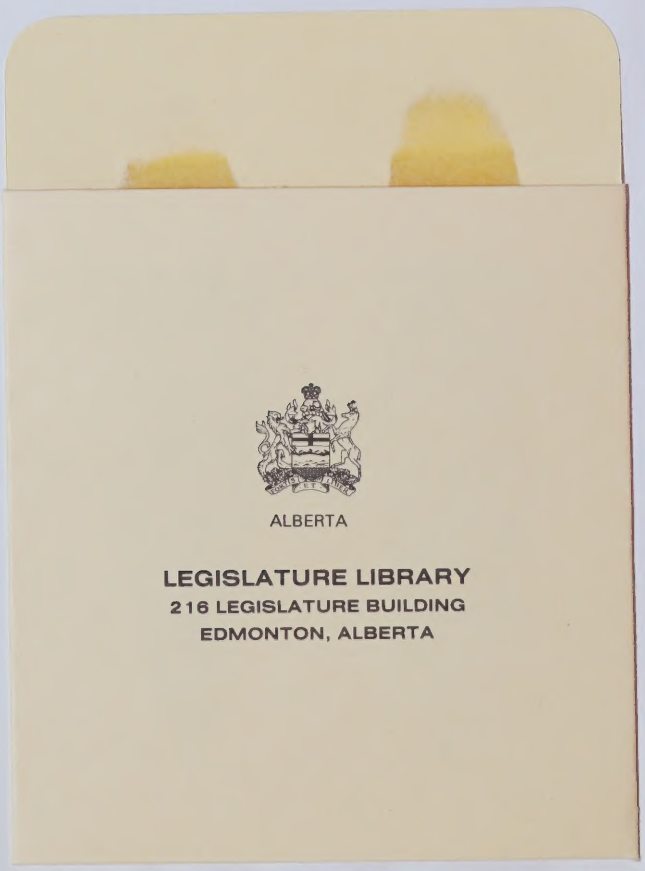

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